

**SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)**

**NEW JERSEY DEPARTMENT OF EDUCATION**

**OFFICE OF TITLE I**



**2015-2016 TITLE I SCHOOLWIDE PLAN\***

306 Academy of Business, Technology, Marketing and Finance

\*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

**SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)**

DISTRICT INFORMATION	SCHOOL INFORMATION
District: Paterson	School: Business, Technology, Marketing and Finance (BTMF)
Chief School Administrator: Dr. Donnie Evans	John F. Kennedy Educational Complex, 61-127 Preakness Avenue, Paterson, NJ 07522
Chief School Administrator's E-mail:	Grade levels : 9-12
Title I Contact: Marguerite Sullivan	Principal: Pamela Powell
Title I Contact E-mail: msullivan@paterson.k12.nj.us	Principal's E-mail: ppowell@paterson.k12.nj.us
Title I Contact Phone Number: 973-321-1000	Principal 's Phone Number : 973 321-0505

## **SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)***

### **Principal's Certification**

**The following certification must be made by the principal of the school. Please Note:** A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

➔ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

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**Principal's Name (Print)**

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**Principal's Signature**

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**Date**

## SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

### Critical Overview Elements

- The School held \_\_\_\_\_ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ \_\_\_\_\_, which comprised \_\_\_\_\_% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ \_\_\_\_\_, which will comprise \_\_\_\_\_% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost

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*ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

### Stakeholder/Schoolwide Committee

**Select committee members to develop the Schoolwide Plan.**

**Note:** For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

**\*Add lines as necessary.**

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Pamela Powell	Principal				
Judi Rhodes	Supervisor				
Jorge Osoria	Vice Principal				
Mary Howard	Business Department Chair				

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Temitope David	Special Education Dept. Chair				
Halime Bici	Business Teacher				
Lorriane Laidlaw	Physical Education Dept. Chair				
Rev Randall Lassiter	Paterson Community Leader				
Vanessa McClure-Samra	ELA Teacher				
Mary Chowhan	Math Teacher				
Reggie Hall	Special Education Teacher				
Merlyn Denny-Sylver	Social Studies Teacher				
Kimino Rutherford	Counselor				

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### **Stakeholder/Schoolwide Committee Meetings**

**Purpose:**

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
5/26/15	Room 325	Needs Assessment	Yes	No	Yes	No
6/9/15	Room 325	Plan Development	Yes		Yes	
6/16/15	Room 325	Program Evaluation	Yes		Yes	

***\*Add rows as necessary.***



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### **School's Mission**

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

<b>What is the school's mission statement?</b>	Our mission is to deliver pedagogy focused on skills and practices relevant to real world situations. BTMF fosters a positive, safe, and orderly learning environment which enables students to explore, understand, and build character traits to be successful. We will work collaboratively with all stakeholders to ensure academic, social, and vocational success for all students.
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## **SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)**

*24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

### **Evaluation of 2014-2015 Schoolwide Program \*** **(For schools approved to operate a schoolwide program in 2014-2015, or earlier)**

#### **1. Did the school implement the program as planned?**

The schoolwide plan for 2014-2015 utilized a team representative of a cross section of the subjects being offered at BTMF. The team identified three priority problems and analyzed strategies and methods that could be used to increase student achievement. A determination that Language Arts Literacy and Mathematics are our priority areas. We developed a plan which included multiple instructional strategies and skills to be implemented. Several assessment tools were utilized and was reviewed and conclusions were drawn.

#### **2. What were the strengths of the implementation process?**

The strengths of the implementation process was that it provided a stimulating learning environment with a technical orientation across every curriculum, it maximized individual potential and ensured that students of all ability levels are well equipped to meet the challenges of education, work and life.

#### **3. What implementation challenges and barriers did the school encounter?**

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Students are entering high school below grade level as indicated in NJ ASK and SRI Scores. BTMF only offers bilingual services in Spanish and there are over 50 different native languages represented in the school. Teachers do not have sufficient training in addressing the needs of the diverse learners, many of which are below grade level. Additionally, there is no evidence of vertical articulation between the primary, middle and secondary grade levels. This must be addressed at the district level to ensure that future student populations are better prepared to meet the challenges at each level.

### **4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?**

The strengths of this program were that our staff members were provided with professional development sessions including but not limited to instructional rigor, learning objectives, Demonstrations of Learning, student engagement, differentiation of instruction, Multiple Response Strategies, problem based learning, project-based learning, accountable talk, Socratic questioning and learning stations. The weaknesses are the result of lack of common planning time to analyze data, review student work/portfolios, share best practices and strategies to improve student learning across the curriculum.

### **5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?**

The strengths of this program were that our staff members were provided with professional development sessions including but not limited to instructional rigor, learning objectives, Demonstrations of Learning, student engagement, differentiation of instruction, Multiple Response Strategies, problem based learning, project-based learning, accountable talk, Socratic questioning and learning stations. Staff member meetings and committee meetings also served as a productive venue for stakeholders to address concerns.

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The weaknesses are the result of lack of common planning time to analyze data, review student work/portfolios, share best practices and strategies to improve student learning across the curriculum.

### **6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?**

Our BTMF professional development plan includes both internal and external sources of new ideas. We promote a culture of professional inquiry that presumes high level teaching skills is embedded in an ethos of sharing ideas with peers that will ultimately energize teachers to learn new techniques.

A school climate survey is implemented and analyzed annually. This data is used in decision making regarding our Professional Development Plan that will improve school culture, pedagogy, and student engagement. In addition, at the conclusion of PD sessions teachers are asked to complete an evaluation form which is reviewed and noted for future workshops.

### **7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?**

Our BTMF administrative team knows that by building and strengthening our links within the community will help us to achieve our full mission. Every effort is being made to have local individuals and organizations – families and caregivers, public and private agencies, the business community and colleges and universities to partner in the education of our students. In order for the BTMF School to keep up to date with these trends our faculty must constantly review current business publications as well as maintaining a proactive approach in meeting with outside business and career resources. One of the venues available is an advisory committee that is designed to address and troubleshoot issues and concerns of high school business students. In addition, we have a dual enrollment program with PCCC and a strong partnership with Montclair State University.

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### 8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

Our BTMF administrative team is assisting our teachers in transitioning from the traditional methods of instruction to the differentiated, modern age of teaching. We keep abreast of current trends and best practice in education. Through the use of data driven curriculum our teachers are improving scores on standardized tests such as; Star Renaissance, Unit Assessments and HSPA and PARCC.

The following chart lists the teaching methods and strategies offered to our students:

METHOD	STRATEGY
Brainstorming	Interest groups
Varied text	Multiple Intelligences
Curriculum Compacting	Interview
Varied questioning	Cooperative grouping
Diagrams	Debate
Peer tutoring	Tiered assignments
Team teaching	Hands-on activities

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Learning centers	Study groups
Technology	Anchoring activities
Guest speakers	Silent reading
Hands on modeling	RAFT
Discussions	Venn diagrams
Audio books	Graphic organizers
Interviews	Progressive pockets
Jigsaw	Connect four

### **9. How did the school structure the interventions?**

Short term skill grouping is highly beneficial for all students. Students who do not understand a core concept will receive targeted instruction on the concept before moving on to a skill that depends upon it. Students who have grasped the concept should not spend more time on the topic; they should be productively engaged in other topics. Our teachers are involved in the collection and analysis of data and therefore are making more data driven choices.

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### **10. How frequently did students receive instructional interventions?**

Benchmark assessments are reviewed on a regular basis to determine what students are at risk. Individual interventions were conducted on a *Need to have* basis.

### **11. What technologies did the school use to support the program?**

BTMF students must learn not only how to use current technologies, but also how to evaluate which ones work best for particular tasks and projects. We currently have five full computer labs, one small lab, and a bank of mobile I-Pads and Chromebooks that are used by our business teachers and some other subject teachers. We are pursuing additional funds to have several technology-rich classrooms.

### **12. Did the technology contribute to the success of the program and, if so, how?**

The use of technology to compliment instructional objectives not only increases student learning, understanding, and achievement but also motivates students learning, encourages collaborative learning, and helps develop critical thinking and problem solving skills.

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Our goal is to integrate technology into all instruction and to move classrooms from teacher- dominated to student-centered learning environments.

*\*Provide a separate response for each question.*

### **Evaluation of 2014-2015 Student Performance**

#### ***State Assessments-Partially Proficient***

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				



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Grade 6				
Grade 7				
Grade 8				
Grade 11	42		HSPA/PARCC pretests and online resources	
Grade 12	26		AHSA prep - focusing on reading/writing clusters	AHSA students prepared notable portfolios which reaped successful reviews.

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11	42		HSPA/PARCC PRETESTS AND ONLINE RESOURCES	
Grade 12	26		SAT Prep-focusing on open ended problems and word problem clusters	AHSA students prepared notable portfolios which reaped successful reviews.

### Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
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Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9	93		Read 180, grade level PLC's, differentiated instruction, remediation strategies	Improvement in Read 180, more effective differentiation, students were more focused on benchmark tests.
Grade 10				

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9	62		Extended year Algebra I, content area PLC's, IFL, differentiated instruction and remediation.	Students became more serious about taking STAR assessments and Unit Benchmark Assessments.
Grade 10	73			

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### Evaluation of 2014-2015 Interventions and Strategies

#### Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Core subject teachers used a pretest to determine areas of weakness and then planned a sequence of objectives, one or two for each lesson, over an extended period of time. Teachers planned a short daily DOL to determine if the objective was mastered. IEP's are reviewed and accommodations made according to Individual needs.	yes	Increased Standardized test scores	STARS Assessment final results, HSPA results for 2014-2015 academic year and teacher SGO's are used to measure success.
Math	Students with Disabilities	Core subject teachers used a pretest to determine areas of weakness and then	yes	Increased Standardized test scores	STARS Assessment final results, HSPA results for 2014-2015 academic year and teacher SGO's are used to measure success.

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		planned a sequence of objectives, one or two for each lesson, over an extended period of time. Teachers planned a short daily DOL to determine if the objective was mastered. IEP's are reviewed and accommodations made according to Individual needs.			
ELA	Migrant/Homeless	ESL classes Teachers used a pretest to determine areas of weakness and then planned a sequence of objectives, one or two for each lesson, over an extended period of time. Teachers planned a short daily DOL to determine if the	yes	Increased standardized test score	STAR assessments, State ACCESS test, Unit Assessments, and teacher SGO's.

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		objective was mastered			
Math	Migrant/homeless	BiLingual math classes Teachers used a pretest to determine areas of weakness and then planned a sequence of objectives, one or two for each lesson, over an extended period of time. Teachers planned a short daily DOL to determine if the objective was mastered	yes	Increased standardized test score	STAR assessments, State ACCESS test, Unit Assessments, and teacher SGO's.
ELA	ELLs	ESL classes Teachers used a pretest to determine areas of weakness and then planned a sequence of objectives, one or two for each lesson, over an extended period of time. Teachers planned a short daily DOL to determine if the objective was mastered	yes	Increased standardized test score	STAR assessments, State ACCESS test, Unit Assessments, and teacher SGO's.
Math	ELLs	BiLingual math classes	yes	Increased standardized test	STAR assessments, State ACCESS test, Unit

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		Teachers used a pretest to determine areas of weakness and then planned a sequence of objectives, one or two for each lesson, over an extended period of time. Teachers planned a short daily DOL to determine if the objective was mastered		score	Assessments, and teacher SGO's.
ELA	Economically Disadvantaged	BTMF goals ensure a high level of learning for all students. Our aim is to meet district and state curriculum standards by providing a learning environment that encourages students to perform well.	yes	State and district assessment data.	STAR test results, State tests, School grades
Math	Economically Disadvantaged	BTMF goals ensure a high level of learning for all students. Our aim is to meet district and state curriculum standards by providing a learning environment that encourages	yes	State and district assessment data.	STAR test results, State tests, School grades

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		students to perform well.			

### Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Regular monitoring of student progress, After school remediation SAT Preparation, PLATO Credit Recovery/Twilight, STARS Assessment	yes	Assessment of student ability to meet grade level norms, teacher developed, proficiency scales for curriculum objectives and rubrics for grading assignments.	Teacher generated proficiency scales and common tests, standardized state tests, school grades, district and school based assessments.
Math	Students with Disabilities	Regular monitoring of student progress,	yes	Assessment of student ability to meet grade level	Teacher generated proficiency scales and common tests, standardized state tests,

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		After school remediation SAT Preparation, PLATO Credit Recovery/Twilight, STARS Assessment		norms, teacher developed, proficiency scales for curriculum objectives and rubrics for grading assignments.	school grades, district and school based assessments.
ELA	Homeless	Included above			
Math	Homeless				
ELA	Migrant	Included above			
Math	Migrant				
ELA	ELLs	Included above			State ACCESS test
Math	ELLs				
ELA	Economically Disadvantaged	Included above			
Math	Economically Disadvantaged				
ELA					



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Math					
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## SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

### Evaluation of 2014-2015 Interventions and Strategies

#### Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
	GENERAL	<p>BTMF professional development offerings are based on data that points to instructional improvements needed.</p> <p>BTMF utilizes a cross section of staff members to participate on PLCs, PDC's and our DATA teams. PD topics are chosen to provide interdisciplinary learning, grade level and content topics in a collaborative settings.</p> <p>In addition, financial provisions have been made to encourage teachers to attend both in district and off site PD workshops</p>		<p>Professional development is viewed as a continuous improvement process. We regard professional development as a job embedded, teacher driven opportunity to learn Best Practices.</p> <p>PD Topics included:</p> <ul style="list-style-type: none"> <li>Classroom management</li> <li>Diversified instructional strategies</li> <li>Data management</li> <li>Engagement</li> <li>Teacher evaluations</li> <li>Technology in the classroom</li> <li>Learning walk feedback,</li> <li>Lesson plan review correlation of lesson objectives with</li> </ul>	<p>Increased student achievement as evidenced by higher standardized test scores, SMART objectives in lesson plans, and shared thematic lessons . Lessons are in harmony with curriculum and students show proficiency of lessons taught via authentic assessments.</p> <p>In general, our professional development focuses on improving classroom instruction, creating a positive school culture and addressing the needs of our students and teachers. Correlation of attendance with HSPA and final STARS Benchmark Assessment results and the 2015 graduation rate.</p>

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				demonstrations of learning and performance tasks and activities, formal observations and evaluations.	
ELA	Students with Disabilities	A focus on student needs and learning outcomes, as well as changes in teaching behaviors. Staff development as a major function and responsibility of administrators and teacher leaders. Many forms of job embedded learning opportunities		Classroom Curriculum Alignment, Refining lesson objectives and Demonstrations of Learning	The prodigious number of BTMF teachers have reached or surpassed their Student Growth Objectives. Data teams and data binders are becoming a valuable resource used in driving classroom instruction. Professional development follow up activities and feedback forms are utilized to monitor professional improvement.
Math	Students with Disabilities	same			
ELA	Homeless	not applicable			
Math	Homeless				
ELA	Migrant	not applicable			
Math	Migrant				

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ELA	ELLs	<p>BTMF utilizes a cross section of staff members to participate on PLCs, PDC's and our DATA team. PD topics are chosen to provide interdisciplinary learning, grade level and content topics in a collaborative settings.</p> <p>In addition, financial provisions have been made to encourage teachers to attend both in district and off Site PD workshops.</p>	<p>Professional development is viewed as a continuous improvement process. We regard professional development as a job embedded, teacher driven opportunity to learn Best Practices.</p> <p>PD Topics included:</p> <ul style="list-style-type: none"> <li>• Classroom management</li> <li>• Diversified instructional strategies <ul style="list-style-type: none"> <li>• Data management</li> <li>• Engagement</li> </ul> </li> <li>• Teacher evaluations</li> <li>• Technology in the classroom</li> </ul> <p>Learning walk feedback, Lesson plan review correlation of lesson objectives with demonstrations of learning and performance tasks and activities, formal observations and evaluations.</p>	<p>Increased student achievement as evidenced by higher standardized test scores, SMART objectives in lesson plans, and shared thematic lessons . Lessons are in harmony with curriculum and students show proficiency of lessons taught via authentic assessments.</p> <p>In general, our professional development focuses on improving classroom instruction, creating a positive school culture and addressing the needs of our students and teachers. Correlation of attendance with PARCC and final STARS Benchmark Assessment results and the 2015 graduation rate.</p>
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Math	ELLs	Included above			
ELA	Economically Disadvantaged	BTMF professional development offerings are based on data that points to instructional improvements needed. BTMF utilizes a cross section of staff members to participate on PLCs, PDC's and our DATA teams.		Professional development is viewed as a continuous improvement process. We regard professional development as a job embedded, teacher driven opportunity to learn Best Practices.	Increased student achievement as evidenced by higher standardized test scores, SMART objectives in lesson plans, and shared thematic lessons . Lessons are in harmony with curriculum and students show proficiency of lessons taught via authentic assessments.  In general, our professional development focuses on improving classroom instruction, creating a positive school culture and addressing the needs of our students and teachers. Correlation of attendance with PARCC and final STARS Benchmark Assessment results and the 2015 graduation rate.
Math	Economically Disadvantaged	Included above			
ELA		Included above			
Math					

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### ***Family and Community Engagement Implemented in 2014-2015***

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Included above	yes	Expansion of CTE Advisory Committee Back to School Night Attendance Report Card Night Attendance Parent Link messages Community Forum/Reorganization Meeting Academy Fair State of the District Superintendent Address Parent Orientations Establish a Parent Teacher Organization	Back to School Night and Report card night had above average attendance. Data collected from parents/guardian surveys will be used to generate a parent/teacher association which will meet on a quarterly basis. In addition, the Infinite Campus parent portal and Parent Link and school website will be valuable venues in which BTMF administrators and staff can communicate with our parents. The following data supports our proactive approach to increasing family and community involvement: * Increased parental attendance over last year * Excellent participation at CTE Advisory Committee and FASFA parent orientation * Implementation of Advisory Committee recommendations
Math	Students with Disabilities	Included above			

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ELA	Homeless	not applicable			
Math	Homeless				
ELA	Migrant	not applicable			
Math	Migrant				
ELA	ELLs	Included above			
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged	included above			

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### **Principal's Certification**

**The following certification must be completed by the principal of the school. Please Note:** Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

➔ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

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**Principal's Name (Print)**

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**Principal's Signature**

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**Date**



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*ESEA §1114(b)(1)(A): “A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). ”*

### 2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

#### Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	star test, unit assessment, teacher assessments	BTMF teachers are doing a commendable job in developing data binders which are updated on a on-going basis and which are frequently used to drive instructional decisions.
Academic Achievement - Writing	Students are taught for understanding, in a challenging curriculum, rather than rote repetition.	Curriculum outcomes reflect rigorous learning. Random sampling of student work.
Academic Achievement - Mathematics	Passing rates on state assessments and grades on school-based assessments.	State and district assessment data disaggregated by sub groups.
Family and Community Engagement	BTMF recognizes the importance of establishing and maintaining links with the families of our students. The following activities promote parental and community	Back to School Night and Report card night had above average attendance. Data collected from parents/guardians will be used to generate a parent/teacher association which will meet on a quarterly basis. In addition, the Infinite Campus parent portal and Parent Link will be valuable venues in which BTMF administrators and staff can communicate with our

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	<p>involvement:</p> <ul style="list-style-type: none"> <li>Expansion of CTE Advisory Committee</li> <li>Back to School Night Attendance</li> <li>Report Card Night Attendance</li> <li>Parent Link messages</li> <li>Community Forum/Reorganization Meeting</li> <li>Academy Fair</li> <li>State of the District Superintendent Address</li> <li>Parent Orientations</li> <li>Establish a Parent Teacher Organization</li> </ul>	<p>parents.</p>
Professional Development	<p>BTMF teachers continuously work to advance their knowledge and skills. Emphasis on professional development is embedded in the norms and values of the school.</p>	<p>Increase the number of Personal Development workshops being offered in BTMF</p> <p>Administrative recommendations for PD 360 topics and videos</p> <p>Participation in Montclair State University Network for Educational Renewal</p>
Leadership	<p>All members of the school staff are responsible for helping students learn because they share the belief that all students can learn.</p>	<p>Our school leadership committee has the capacity to develop, communicate, and put into place a vision for school improvement that energizes the staff around common goals. Our vision is the key to effective education.</p>
School Climate and Culture	<p>BTMF school practices demonstrate a respect for cultural</p>	<p>Vertical teams can work together to create a strong curricular program and strategies for monitoring student progress. Interdisciplinary teams can work on thematic units, while a data team can provide ways to drive instruction</p>

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	and family backgrounds of our students. We have a positive culture regarding learning as important, fun and worthwhile. An attitude which greatly influences our students attitude toward learning.	through analysis of data. Teachers enthusiastically share instructional strategies to enhance their own practice and that of their colleagues.
School-Based Youth Services	<p>The partnership between the School Based Youth Services program housed at the JFK complex and BTMF can have a powerful effect on student learners. The services offered by our teen center serve to advance student learning.</p> <p>BTMF has a strong working rapport with our teen center and consider it a valuable part of our referral services.</p>	The School-Based Youth Services Program provide opportunities for BTMF students to get involved in community service projects, go on field trips, and listen to guest speakers.
Students with Disabilities	A focus on student needs and learning outcomes, as well as changes in teaching behaviors. Staff development as a major function and responsibility of administrators and teacher	STARS Benchmark Assessment final results, HSPA results for 2014-2015 academic year, State PARCC assessment data & 2014-2015 graduation rates will be used to measure academic achievement.

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	<p>leaders. Many forms of job embedded learning opportunities are available to assist in the inclusion classroom instruction. The implementation of CBI, Community Based Instruction, has enhanced our self-contained program.</p>	
Homeless Students	<p>When homeless students surface, BTMF staff and administration make every effort to address this problem and work proactively with social workers to find solutions.</p>	<p>State assessments, STAR Renaissance test scores, and teacher driven SGO testing.</p>
Migrant Students	<p>ESL classes have open enrollment to assist any student migrating from another country. Differentiated instruction is provided to meet specific individual student needs.</p>	<p>State assessments including the ACCESS, STAR Renaissance test scores, and teacher driven SGO testing.</p>
English Language Learners	<p>ELL students are a major part of our student population, therefore specific attention is given to determining the students needs and learning outcomes, as well as changes in teaching behaviors.</p>	<p>STARS Benchmark Assessment final results, HSPA results for 2014-2015, State ACCESS scores, and 2014-2015 graduation rate will be used to measure academic achievement.</p>

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	Staff development as a major function and responsibility of administrators and teacher leaders address ELL and ESL concerns on a regular basis.	
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## **SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)**

### **2015-2016 Comprehensive Needs Assessment Process\*** ***Narrative***

#### **1. What process did the school use to conduct its Comprehensive Needs Assessment?**

A BTMF committee was formed to analyze our school needs. The team identified four priority problems based on the analysis of past strategies and methodologies that have been used to increase student achievement. A determination was made that we need to: 1. Improve high school attendance rate 2. Ongoing monitoring of student achievement, with emphasis on Math and Language Arts, through the use of data and better RTI (response to intervention) strategies. There needs to be a shift in thinking from the traditional way of teaching to a constructivist approach as defined by the Institute for Learning, IFL. 3. the formation of an interdisciplinary team to drive effective instruction and student engagement through the use of technology tools, and 4. strengthen our collaboration amongst teachers by creating a culture that focuses on Professional Learning Communities.

#### **2. What process did the school use to collect and compile data for student subgroups?**

BTMF uses multiple types of data concerning student achievement. Electronic student data is provided by the STAR Renaissance program and Infinite Campus. Specific student performance data is generated through teacher binders, district benchmark assessments, and state assessment tools.

#### **2. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?**

BTMF administrative staff provides professional development workshops on how to use system data to analyze student achievement and how to use data to change instructional practices. Attention is given to maintaining fidelity at all times in our testing environments.

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### **3. What did the data analysis reveal regarding classroom instruction?**

The data analysis strongly indicates that BTMF needs a full or at least a part time data coach who can help teachers work with data analysis and instructional decision making.

### **4. What did the data analysis reveal regarding professional development implemented in the previous year(s)?**

While professional development was helpful in directing teachers on the use of electronic data, on-going support from a data coach would better allow teacher to examine specific data to help in the development of instructional plans and better meet the student needs.

### **5. How does the school identify educationally at-risk students in a timely manner?**

There is on-going screening and progress monitoring of information regarding student learning rates and levels of achievement - both individually and in comparison with the peer group. This data is used to determine which students need closer monitoring and which need interventions.

### **6. How does the school provide effective interventions to educationally at-risk students?**

At risk students are looked at on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being “at risk” receive supplemental instruction during their lunch period, or before or after school.

### **7. How does the school address the needs of migrant students?**

Migrant students are placed in the appropriate level ESL classes where they receive intense interventions that target their skill deficits.

### **8. How does the school address the needs of homeless students?**

## **SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)**

To best serve the needs of these students, BTMF administrators work closely with the district *Student Assistance Programs* to deliver basic human services that must be satisfied prior to addressing learning issues.

### **9. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?**

The use of data by teachers to improve their teaching practice is an ongoing effort. Teachers must match content standards or assessment tests to their curriculum and then design teaching methods which would be most effective. Teachers analyze performance of students in their classes for the purposes of better aligning their content coverage with accountability.

### **10. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?**

BTMF strives to create a physically safe environment where students feel a part of a community. Our approach to learning and discipline set the tones and culture of the school. We monitor ninth grade students on a regular basis to circumvent problems which may lead to dropping out of school.

### **11. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?**

The BTMF schoolwide plan for 2015-2016 was developed by a committee that was formed to analyze the needs. Committee members reviewed assessment data, our school vision and realistic overview of what we accomplished in the 2014-2015 school year. Four priority goals were established with the intent of moving our school forward and to the next higher level of achievements.



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*\*Provide a separate response for each question.*

### 2015-2016 Comprehensive Needs Assessment Process

#### *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Improving Attendance	Ongoing monitoring of student achievement, with emphasis on Math and Language Arts, through the use of data and better RTI ( response to intervention) strategies. There will be a shift in thinking from the traditional way of teaching to a constructivist approach as defined by the Institute for Learning, IFL.
Describe the priority problem using at least two data sources	Student absences jeopardize student and school success. Academic achievement scores are correlated with school attendance. Students who are not at school cannot receive instruction. Excessive school absence is a precursor of school dropout and is related to juvenile delinquency.	STAR Renaissance data and state assessments, and PARCC  IFL focuses on defining the end result of the task that is assigned and allows the student to figure out the steps that will lead to the end result. ( <a href="http://www.elearningguru.com">www.elearningguru.com</a> )

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<p>Describe the root causes of the problem</p>	<p>Chronic absenteeism is a complex, under-recognized problem affecting academic achievement, dropout rates and juvenile crime. Housing mobility, Asthma, familial responsibilities, fear of gangs, bullying, and parents or students who do not understand the importance of attendance, or of school are some of the root causes of the problem.</p>	<p>Students in the School of Business, Technology, Marketing and Finance (BTMF) perform poorly on state-wide standardized tests i.e. PARCC and in-district benchmark assessments (STARS Assessment). Curriculum alignment is imperative and math teachers need professional development in identifying deficiencies in clusters and incorporating techniques that address specific areas of weakness. The utilization of student portfolios has been recommended and there must be extensive professional development for instructional staff in this area.</p> <p>Students are entering high school below grade level as indicated in NJ ASK and SRI Scores. BTMF only offers bilingual services in Spanish and there are many different native languages represented in the school. Teachers do not have sufficient training in addressing the needs of the diverse learners, many of which are below grade level. Additionally, there is no evidence of vertical articulation between the primary, middle and secondary grade levels. This must be addressed at the district level to ensure that future student populations are better prepared to meet the challenges at each level.</p> <p>During the traditional processes of teaching learners have minimal knowledge of why they are doing the</p>
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## SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		task and teachers often end up saying that someday you'll appreciate learning this.
Subgroups or populations addressed	All students 9-12th grade	All students
Related content area missed (i.e., ELA, Mathematics)	N/A	Integration of Math and Science Courses; Workplace Readiness  BTMF would like all content areas to utilize IFL and constructivism as their dominant theory about learning.
Name of scientifically research based intervention to address priority problems	<ul style="list-style-type: none"> <li>• Data to measure and monitor the students chronically absent during the prior year to target at the beginning of each new school year.</li> <li>• “Success Mentors”—Personalized Support for Students &amp; Families</li> <li>• Incentives—Noticing Every Absence &amp; Recognizing Success</li> <li>• Accountability Strategies to Sustain Efforts</li> </ul>	<p>Best Practices, PSI Physics, Renaissance Learning, STARS Assessment, Professional Development - Differentiation of Instruction, Cooperative Learning, Project-Based Learning Problem-Based instruction, Portfolio Assessment, Use of Rubrics; Improving instruction in the clusters, adoption and school-wide incorporation of selected components of the Understanding by Design Lesson Design (UbD) model with job embedded professional development, extensive use of PD360, and/or training in all of the aforementioned areas.</p> <p>Our educators will be more effective if they can create learning environments where students have opportunities to construct well reasoned meanings</p>

## SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

		for what they observe and experience.
How does the intervention align with the Common Core State Standards?	Regular attendance and promptness are essential to good performance in school. Absence from school is often the greatest single cause of poor performance and achievement. Since the learning process is a progressive activity, each day's lesson is built upon previous days work the Common Core State Standards have little opportunity to be mastered,	<p>District Math Curriculum Frameworks and Benchmarks State Assessments</p> <p>The main tenets of IFL are:</p> <ul style="list-style-type: none"> <li>• Learning occurs when people construct their own knowledge by connecting new information with prior knowledge</li> <li>• Learning grows out of social interaction</li> <li>• Learning lasts when learners are actively engaged with information</li> </ul> <p>These practices are aligned with all curriculum and common core standards.</p>

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### 2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	The formation of an interdisciplinary team to drive effective instruction and student engagement through the use of technology tools.	Creating a culture that focuses on Professional Learning Communities.
Describe the priority problem using at least two data sources	Technology is ubiquitous and its potential to transform learning is immense.	Thirty percent of US students drop out of high school, 1/3 of the graduates entering high education need remediation, and we have one of the highest college dropout rates (Strong American Schools, 2008).
Describe the root causes of the problem	By the end of this decade five billion people will be conned to the web through smart phones, tablets, laptops, watches and what other devices are created. We have to move the conversation from “if” to “how” we use technology as a tool to help us learn or teach.	One of the most important variables in student learning is the quality of instruction they receive each day. The best strategy for improving instruction is developing the collective capacity of teachers to function as members of a PLC.
Subgroups or populations addressed	Everyone	In order to ensure that all students learn at high levels <b>teachers</b> must work together to clarify: What is it we want our students to know? How will we know if our students are learning? How will we respond when student do not learn? How will we enrich and extend learning for students who are proficient?

## SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Related content area missed (i.e., ELA, Mathematics)	All content areas must learn not only how to use current technologies, but how to evaluate which ones work best for a particular task or project.	Content area teachers will organize into meaningful collaborative teams to work interdependently to achieve common goals for which they are mutually accountable.
Name of scientifically research based intervention to address priority problems	The world is different in the past few years we have seen the Android mobile platform, iPhone and iPads, Google Docs, Google educational programs, twitter, facebook, etc. Technology is a valuable tool for providing good instruction. Applied effectively technology increases student learning, understanding, achievement, critical thinking skills and ability to problem solve. (Schacter & Fagnano, 1999)	Resources: <u>Leaders of Learning</u> , Richard Dufour and Robert j. Marzano
How does the intervention align with the Common Core State Standards?	Findings indicate that technology rich classrooms as compared to traditional ones can be especially effective with at-risk and special needs students. Research conducted by McRel suggests that computer assisted instruction can be successfully used for curriculum drill, practice, analysis, synthesis and evaluation of information.	Common Core standards and district curriculum benchmarks will provide the foundation for PLC planning.

## SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

*ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “*

### 2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Community Base instruction and small group instruction directly targeting a skill	Special Education staff and SLE coordinator	Mastery of specific skills needed to succeed in the future	Buffum, Mattos,&Weber,2009 and Response to Intervention resources
Math	Students with Disabilities	same			
ELA	Homeless	These students need intensive support to receive help beyond core instruction.	social workers and guidance.	Student dropout rate	Data generated from Infinite Campus and Response to Intervention resources
Math	Homeless	Included above			
ELA	Migrant	Included above			
Math	Migrant				

## SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

ELA	ELLs	Students placed in appropriate level ESL classes	ESL Teachers	Annual State ACCESS test and teacher data binder	Response to Intervention resources
Math	ELLs	same			
ELA	Economically Disadvantaged	Students not making adequate progress in their classes will be provided with the opportunity to have intensive remediation.	All teachers	Student grades and student dropout rate	Data binders provided by teachers and information on Infinite Campus and Response to Intervention resources
Math	Economically Disadvantaged	same			

*\*Use an asterisk to denote new programs.*

### 2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

***ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;***

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	*Read 180 program for 9th graders	Staff	Successful completion of the program	Data generated through Infinite Campus and Supplemental Programs



## SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		* Credit Recovery *Twilight program			
Math	Students with Disabilities	Included above			
ELA	Homeless	Included above			
Math	Homeless				
ELA	Migrant	Included above			
Math	Migrant				
ELA	ELLs	Included above			
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

*\*Use an asterisk to denote new programs.*

## SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

### 2015-2016 Professional Development to Address Student Achievement and Priority Problems

***ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.***

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Professional Development workshops, including but not limited to instructional rigor, learning objectives, Demonstrations of Learning, student engagement, differentiation of instruction, multiple response strategies, problem based learning, project-based learning, accountable talk, Socratic questioning, learning stations, technology in the classroom and effective PLCs.	All BTMF staff	Increased student achievement on state assessments, STAR tests, benchmark assessments, and teacher assessment tools.	
Math	Students with Disabilities	Included above			

**SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)**

ELA	Homeless				
Math	Homeless				
ELA	Migrant	Included above			
Math	Migrant				
ELA	ELLs	Included above			
Math	ELLs				
ELA	Economically Disadvantaged	Included above			
Math	Economically Disadvantaged				
ELA					
Math					

*\*Use an asterisk to denote new programs.*

## SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

**24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation).** A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

### Evaluation of Schoolwide Program\*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

### **ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services**

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

#### **2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems**

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
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## SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ELA	Students with Disabilities	Much of the communication with families and care givers is the responsibility of individual teachers. It is accomplished through the use of newsletters, phone calls, e-mail, and notes. Electronic parent portals allows parent access to their child's attendance, academic and behavior records online.	teacher and parents/guardians	Parent participation in back-to-school nights, membership in PTA associations, teacher contact logs, and parent conference ledger.	
Math	Students with Disabilities	Included above			
ELA	Homeless	Included above			
Math	Homeless				
ELA	Migrant	Included above			
Math	Migrant				
ELA	ELLs	Included above			
Math	ELLs				

## SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

ELA	Economically Disadvantaged	Included above			
Math	Economically Disadvantaged				
ELA		Included above			
Math					

*\*Use an asterisk to denote new programs.*

## **SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)**

### **2015-2016 Family and Community Engagement Narrative**

#### **1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?**

Research continues to demonstrate that successful schools have significant and sustained levels of family and community engagement. Therefore, it is important that schoolwide plans contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

The Family and Community engagement program will assist schools in addressing outlined issues through providing access to parent education programs such as [Paterson Parent University](#) , and the development of school action teams. The Paterson Public Schools will provide parent coordinators to provide parental issue resolve and to coordinate the access of resources to parents to assist in increasing student achievement.

#### **2. How will the school engage parents in the development of the written parent involvement policy?**

Parents will be engaged in the development of their [parent involvement policy](#) via school based PTOs , District-Wide PTO Leadership activities and [School-based Action Teams](#). Through our active CTE Advisory Committee we are able to successfully communicate with families, high education institutions and the business community. These collaborations result in valuable opportunities for our students.

## **SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)***

### **3. How will the school distribute its written parent involvement policy?**

The district parent involvement policy is accessible via the district website and is available for paper distribution via the school's parent center and/ or the BTMF main office if needed.

### **4. How will the school engage parents in the development of the school-parent compact?**

Parents will be engage in the development of the [school-parent compact](#) through involvement in their school-based PTO and school-based Action Team.

### **5. How will the school ensure that parents receive and review the school-parent compact?**

Parents will be engage in the development of the school-parent compact through involvement in their school-based PTO and school-based Action Team.

### **6. How will the school report its student achievement data to families and the community?**

Student achievement data can be found in the annual report card submitted to the state and published in newspapers as well as the NJDOE Website. Achievement data can be found online. This data is also presented at Community Forums. There are also student progress reports and report cards disseminated to parents quarterly.



## **SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)**

### **7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?**

Student achievement data can be found in the annual report card submitted to the state and published in newspapers as well as the NJDOE Website. Achievement data can be found online. This data is also presented at Community Forums.

### **8. How will the school inform families and the community of the school's disaggregated assessment results?**

Disaggregated assessment data can be found in the annual report card submitted to the state and published in newspapers as well as the NJDOE Website. Achievement data can be found online. Disaggregated assessment data is also presented at Community Forums. There are also student progress reports and report cards disseminated to parents quarterly.

### **9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?**

The school will use Survey Monkey to conduct surveys to solicit feedback from parents. We will also be starting a Parent-Teacher organization that will meet bi-monthly. The agenda will include parent and community school perceptions.

### **10. How will the school inform families about the academic achievement of their child/children?**

The school issues progress reports at the mid mark of each marking period for the purpose of informing families about the their child/children academic achievement. In addition, report cards are distributed every marking period. Parents also have access to the gradebook via the parent portal on our Student Management Software.

**SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)**

**11. On what specific strategies will the school use its 2015-2016 parent involvement funds?**

N/A

*\*Provide a separate response for each question.*

## SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

### *ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.*

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

#### Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	57	Provide consistent and relevant professional development that enables teacher to continue to grow professionally. Maintain a positive cultural that promotes collaboration that that challenges teachers to share and implement best practices. Provide adequate resources for example technology, PD 360, and tuition reimbursement for advance studies.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	

## SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, ParaPro test, portfolio assessment)	13	Provide consistent and relevant professional development that enables teacher to continue to grow professionally. Maintain a positive cultural that promotes collaboration that that challenges teachers to share and implement best practices. Provide adequate resources for example technology, PD 360, and tuition reimbursement for advance studies.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	
	0%	

\* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

## **SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)***

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
BTMF policies and practices affecting staff define our working environment. The school administrative team believes we are a professional organization in which teachers are motivated by a shared vision and come together for the specific purpose of having students learn. Teachers are treated with respect and are empowered to do the best job possible.	